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ABSTRACT

This document presents a teaching model established at the Rural-Migrant School of Education in California. Students in this school are preparing to teach children of Mexican-American descent and face the necessity of dealing with cultural and language differences that are unique to the area. While instruction is oriented toward the philosophy of competency-based education, there is a strong infusion of humanistic education. It is felt that the students of this school will need, in their teaching careers, a self-sufficiency and flexibility of approach. The teacher educators, therefore, blend the strongest elements of both educational philosophies so that the graduates will be able to cope in an independent manner with their students while having acquired the competencies they will need. (JD)

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Mother, I Can Do It Myself!

A Humanistic View
of Assessment and CBTE

SP011 230

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Mother, I Can Do It Myself!

A Humanistic View of Assessment and Competency Based Teacher Education

...*A Philosophical Hypothesis*

The very nature of a teacher training program based on the assumption that the teaching act can be reduced to a system of knowledges, skills, and performances, seems to negate the essential *Zeitgeist* of that clientele it proposes to train. Suddenly we find ourselves developing a teacher education model along the lines of the American industrial model, while at the same time those young people whom we propose to train are busy designing life styles that negate the technocratic world. Such a situation would be ironic if it were not also potentially tragic.

There is an underlying assumption that the products of teaching can be evaluated in precisely the same way as the products of industry. Robert J. Nash points out that we seem to have embraced a model which produces immediate, demonstrable results to the exclusion of that which is not observable, demonstrable and objectively defined.[1] The danger of such an approach is clearly evident in its singular approach to evaluating teacher performance. Teaching, it seems to tell us, is analogous to driving a car: it is purely and simply a mechanical process, the skills for which can be learned through habit. Thus, the act of teaching can be evaluated and devaluated in precisely the same way.

The apparent conflict of the competency based teacher education model with the life styles of those it would propose to train must be resolved if it is to be successful.

Evaluation in most competency based programs is more often normative rather than substantive, quantitative rather than qualitative, and delimiting rather than inclusive. The psychology of evaluation would have us believe that human behavior can be scattered along the proverbial bell-shaped curve, with people falling in an orderly and predictable fashion along the spectrum. In striving for norms, we search for standards which can hold up under rigorous scientific investigation, perhaps too easily forgetting that in human behavior standards are as easily established by custom as they are by measurement.

Too often, critics point out, the purpose of normative evaluation would seem to be to delimit successful accomplishment of a testing task, thereby elevating those who can achieve success further above those who cannot. Too, such evaluation relies heavily on quantity of achievement: thus, one who can perform a given task successfully several times within a time frame is somehow more competent than one who can accomplish the task only once.

Heavy reliance on a quantitative approach seems to negate the value of human experience and values. Otto Krash points to the furtiveness of this experience in light of the quantitative approach when he states that the view of education which supports John Dewey's hope in the moral purposes of education and Silberman's hope for a lovely education for each child is almost certainly unmeasurable.[2] Yet, is it any less important, and should we not deal with it merely because it cannot be quantified?

It would seem, then, that a program dealing with the holistic development of a teacher might concern itself with qualitative evidence as well.

The nature of evaluation works against the self-determining nature of free man, i.e., to be "evaluated" is more often to *prove* that one can, rather than to accept that one can. This preoccupation with proof seems to border on the pathological -- to state, in essence, that Man is unable to "see" himself for himself and to analyze what he does - for himself.

Yet, if, as the proponents of the competency based model insist, teacher competencies are clearly stated and performances are clearly described, then can a teacher not know for himself when he has achieved attainment of a competency? Must he always have to prove that he "can," and if so, does the act of "proving it" to another lend any more credence to his competency?

Clearly, the most important facet of that self-determination is the ability to make decisions for oneself, and a great part of such control over one's destiny must include the power to evaluate one's own behavior. *If teachers are allowed to practice such self-determination, even in matters of evaluation, then children will develop into responsible adults capable of being self-determining.*

...*USC Teacher Corps: Rural-Migrant*

To understand the evolution of this philosophical hypothesis, one must become familiar with the intent and the clientele out of which such beliefs have emerged.

Teacher Corps: Rural-Migrant at the University of Southern California was designed as an attempt to intervene in the ethnocentric response of the education system to Mexican American children. It was designed to train "proto-mutants"[3] in bilingual, bicultural teaching strategies who could then take a "positive" stand toward the cultural background of their students.

Tom Arciniega has elaborated a "Classification of Educational Approaches in the Education of Mexican Americans-" in which he states:

> ". . . the school can look positively or negatively at the consequences or effects of Mexican American group membership on student achievement and performance. Secondly, school approaches can be classified in relation to views held regarding the causes of Mexican

> American life styles; thus, in addition to viewing subcultural life either positively or negatively, educators view the causes of student performance as being primarily internal or external. The internal factors viewpoint emphasizes factors indigenous to minority-group life and culture. Culture is viewed as persistent and self perpetuating with cultural patterns being transmitted within the group from one generation to the next. The external factors viewpoint emphasizes the social and economic circumstances imposed on Mexican Americans by virtue of their group's comparatively lower "status" and "class" situation in U.S. society . . . . By juxtaposing the external-internal continuum with the positive-negative one, a four-fold classification scheme for analyzing educational approaches in the education of the Mexican American is obtained. I believe that this classification scheme provides a useful (albeit oversimplified) conceptual tool for analyzing school-organizational responses to the Mexican American student clientele.[4]"

The significance of the classificatory scheme is in the implications for the educational philosophy that each view holds. To view the Mexican American student as "pathological" or "culturally deprived," as in an internal-negative view of the culture, is to cause curricula development in the form of compensatory education programs that seek to teach English-as-a-second-language as "bridges" to help the Mexican American to "overcome" his cultural handicaps so that he can become a member of the mainstream society. Obviously it is a curricula built upon decisions emerging from a belief in "cultural-determinism," which according to Vaca has replaced non-unfashionable "biological-determinism."[5]

And that is a very different view from the positive-external view of the Mexican American in which the group membership and participation is viewed as functional adaptions to external socio-economic constraints which make "copers" of the Mexican American with the subsequent education goals of assisting the Mexican American to "cope" more effectively.[6]

The training/education/development of teachers who would (1) design programs which would concentrate on providing students with cognitive prowess, career guidance and training, knowledge about the structure of society; and (2) promote supporting changes in the structure of the education system became, therefore, the intent of the Teacher Corps: Rural-Migrant program.

If the program would promote self-determinism as a consequence of teacher impact upon Mexican American children, it was quite evident that the program itself had to allow for self-determinism on the part of the teacher-candidates in it.

It would now seem relevant to address ourselves to the philosophy of the *Be*-ing of this teacher-to-be.

We have all heard and read of the crisis in education and the *Culpa* of the teacher educators. They in turn have scape-goated the "quality" of students coming into education today, have complained about the lack of a sense of responsibility and of goal orientation, and have otherwise disclaimed any responsibility for the disaffection of students for the "methodology" teacher education.

> *Umm -M-M. Sigh. I had this feeling that by the end of the 4th week I would be really with it . . . I'm not. Mostly I'm turned off by some of the reality from the administrators to the school board to the teachers to the text books. Only the kids are as I programmed them to be. Kids . . . .*
>
> *My inner calm is disrupted . . . .*
>
> *Some days I wonder if I'll ever teach. It seems so ideal; all summer (free), money is okay, hours aren't bad, work is challenging . . . but then it all seems like such a drop in an enormous bucket . . . . I can't tell you exactly why, but I know we're not teaching what we're supposed to be teaching or how we're supposed to be teaching . . . .*
>
> *Sometimes I feel like Saul Bellow's Herzog -- wandering around in an editorial state writing mental letters to friends, relatives, politicians, future intellectuals. And that we are really safe, comfortable people playing at alienation, apocalypse, and crisis. That we are waiting for the end and the rest of it -- maybe we must get it out of our heads that this is a doomed time. Maybe we are part of the new trend and all of the pessimism of a DEATH AT AN EARLY AGE is junk from fashionable magazines.*
>
> Excerpts from log of
> Joan Borsten
> USC Teacher Corps: Rural-
> Migrant Intern, 1971

The fact of the matter is that teacher educators have retained too much of the responsibility for the educational process. They have predetermined goals, decided and presented content to be learned, tested for recall and understanding, identified problems to be solved (frequently specifying the approach to solution), and finally evaluated the student's performance against their own standards. And the student has seldom been involved in any of these processes. The few who still believe in heroes and models will then model that behavior. Others -- "the most creative and complex" -- those who might make a difference -- will go away.

Needless to say I was following in the footsteps of my master teacher as I grabbed a kid's arm to let him know how I felt . . . . I had to let go of his arm because I really felt absurd doing it. It got to such a point I felt like a paraphrase.

Excerpts from log of
Cathy Stefanki
USC Teacher Corps: Rural-
Migrant Intern, 1971

It seems that teachers feel they must force-feed knowledge . . . they can't allow freedom of exploration and discovery for fear that nothing would be learned, nothing could be tested and compared.

It's obvious with fifth and sixth graders I teach . . . everything I could think of, but they only grew rigid and frightened, anxious and rebellious because how could they know anything a teacher hadn't told them yet.

Excerpts from log of
Colleen Simpson
USC Teacher Corps: Rural-
Migrant Intern, 1971

Wed., 9/13 . . . after observing in my classrooms, I have noticed some things that have begun to bother me: Is a teacher supposed to be the "parent" in the classroom? What happens to the "soft" teacher who tries to create an open dialog for feedback between student and professor? Why the use of controlling devices -- a cowbell, whistle? It's only my second day and already I'm pretty disenchanted.

Cathy Stefanki

The real conflict is between the methodological philosophy of teacher-manipulator-indoctrinator and the existentialist-humanist who believes that he is a ME, a bodily BEING, not a discoverer of self but a being of self who develops a sensual-accomodative mode to his environment. He is a mutant of a technological society with faith in man himself and his infinite possibilities for human dignity and power.[7]

It seems there is a real conspiracy among the teachers to exert absolute control over students. It begins in kindergarten when the teacher forces them to sit still for the first 45 minutes of every day -- sit still in

the chair with your name on it; do not talk to your neighbor; raise your hand to say anything; give the teacher the answers she wants . . . when you arrive at school stand quietly in line with your class and wait for the flag salute. When the bell rings at the end of recess, freeze until everyone is motionless, then line up . . . .

Of course the older students are sick of it. They know it's discipline for the sake of discipline and what's the use? It's a vicious circle that only makes things worse for itself. It has destroyed the student's ever conceiving that he can take care of himself, that there can be respect for each other as persons, between student and teacher, that learning deserves more output of energy than resistance to discipline.

Along with discipline goes regimentation. It seems such a shame to watch the imaginative and very likeable son . . . being smothered in the class of "stoneface," ("Never smile before Xmas," she says). One day I saw M. sitting by himself outside the door of his class. "What happened?" I asked.

"She said it was talking time, so I was talking; and all of a sudden she said I wasn't supposed to be talking; so she sent me out." He concluded with, "She gives me a headache!" Seven years old!

Colleen Simpson

On reading UPROOTED CHILDREN, Robert Coles. Reading, reading, reading till late in the morning. I'll stop at the end of this chapter. But I keep on reading. And reading. Till at last I cop out and stop in the middle of the page. And sleep. Blessed sleep.

The next night I realize that there are no chapter endings, no places to stop, breathe, rest. The book keeps right on going -- just like migrant children. Who are forced to keep on moving without stopping, without being able to rest, to gather their thoughts and resources. They just keep on going, moving forever. No rests, no place to call their own. The only certainty: more changes, more moving.

Moving forever
forever
moving
more
moving
moving with
little
rhyme or reason
from
here
to
there
and where next?

Excerpts from log of
Carolyn Henke
USC Teacher Corps: Rural-
Migrant Intern, 1971

9/7 -- A world that is educated to believe in a world that doesn't exist is not going to make it. And I feel that this is what is happening to our schools today.

Cathy Stefanki

We cannot change the past so I do not see any need in worrying about it. The only way we can change the future is by changing the present . . . .

Excerpt from log of
Anselmo Villanueva
USC Teacher Corps: Rural-
Migrant Intern, 1971

Considering the nature of the need of the child we would serve, and the nature of the philosophy of the teacher candidate whom we would help to serve him, we embarked upon a training program that was humanized, personalized *AND* competency based -- the latter being mandated by National Teacher Corps directive.

In the broadest sense, the concept of personalization can apply to all things that happen to a student as he progresses through a teacher education program; i.e., from being concerned about the amount of teacher-time and individual counselling he secures, to being concerned with how students find relevance in a curriculum of teacher preparation in light of their individual characteristics and commitments. It is different from *individualization*

of instruction which occurs when the program is tailored to the uniqueness of each learner. Learning is personalized when it occurs as the result of a co-intentional process of learner and teacher setting objectives and instructional/learning tasks -- and even the assessment processes by which objectives or competencies would be achieved. It is a role in a process or even the empowering of a paradox: what man will become is largely determined by culture and society; yet culture and society are formed by man -- collectively. A. Del Schalock of Teaching Research in Oregon expresses the differences as follows: "The personalization of instruction requires its individualization; the humanization of instruction requires its personalization."

At the August, 1971, Invitational Conference on Performance-Based Teacher Education sponsored by the American Association of Colleges for Teacher Education, a definition of competency based teacher education stated that CBTE is characterized by certain ESSENTIAL ELEMENTS: the competencies (knowledge, skills and behaviors) to be demonstrated; criteria to be used to assess those competencies; the assessment of the student's competence; progress determined by demonstrated competence; and an instructional program intended to facilitate the achievement of the stipulated competencies.

If the program is competency based and also field centered, which refers to the active involvement of other educational agencies in decision making regarding the teacher education process, the definition of elements is expanded to include other RELATED ELEMENTS such as emphasis on exit rather than entrance criteria, on achievement, on field centeredness, on modularization, and on formative feedback to the student.

The *humanization* of a competency based, field centered program allows not only for those essential and related elements but also counts the following not as ASSOCIATE ELEMENTS (as in the current definition of CBTE), but as *essential elements to the entire process.* Those elements are the "open" system, the negotiation of instructional goals by faculty and students acting as co-designers of instructional systems, and the role of the teacher being viewed as the *enabler* of learning.

The humanization of CBTE does not purport to deny leadership. Rather, it supports leadership in the "Friereian" sense: when leaders with technical knowledge join together with their communities (of scholars) to NAME the world.[8]

In summary, we set forth these following statements in support of the philosophy and chief characteristics of the USC Teacher Corps: Rural-Migrant.

The building of teacher competencies can best be accomplished through a competency based program. To this end, USC Teacher Corps: Rural-Migrant utilizes a competency based program that features these elements:

(1) Humanism as an affirmative philosophy in support of concern for "all men" is an under-girding force for any teacher education program, for we recognize that learning to teach involves more than just cognitive development. Therefore, we are most interested in retaining the elements of Humanism in our competency based program.

(2) Fundamental to this Humanistic effort is our belief that teaching is a process made up of several interrelated strategies that grow from the multiple roles a teacher assumes in daily interaction with children. Thus, we envision teaching as Facilitating Human Relations, as Mediating Learning, as Diagnosing and Prescribing (Building Curriculum), as Researching -- and these become the components out of which we have constructed competencies for teachers-in-training to achieve.

(3) A competency based curriculum must be transparent, i.e., the Terminal Objective is made public and the teacher-in-training knows exactly what he will be doing and the criterion by which he will be evaluated. To this end, we construct modules within each component to reflect our belief in this transparency.

(4) In addition to transparency in the curriculum, the teacher-in-training should assume the management of his own destiny. Thus, the participant *participates* in the decision-making process. To this end, modules are constructed with learner options so that a teacher-in-training may meet the Terminal Objective by either:

(a) designing some of his own instructional activities to achieve successful completion of enabling objectives, or

(b) using the suggested instructional flow charts by making choices within the module where optional instructional activities are given. We recognize, however, that until universities accept the competency based format, we are working within the constraints of both time (personal as well as institutional) and the availability of resources.

(5) In constructing modules, we recognize the need for a systemic approach which is consistent. To this end, our modules exhibit these characteristics:

(a) Although there is an implied sequence, the components actually compose a matrix, each part of which is inter-dependent with other parts in an integrated process, but each of which can also stand alone.

(b) Each module generates from a Terminal Objective which is visible and public, and this is evaluated by stated criterion.

(c) Pre-assessment is made possible so that the participant can self-diagnose his ability to perform the terminal behavior. If he self-diagnoses that he is ready to meet the Terminal Objective, he moves directly to its completion; should the Terminal Objective not be met, however, he recycles back through the module until he can perform the T.O. Other self-diagnostic devices in the Pre-assessment are tied to individual Enabling Objectives so that the participant can easily determine strengths and weaknesses in relation to the T.O. In this manner, each module provides for multiple routes to exit, for recycling, and for making participant choices.

(d) Each module is so constructed that maximum use is made of a feedback system so that a participant knows to what degree of competence he is performing as he meets each enabling objective en route to achieving the T.O. Further, because he can select his own instructional activities *or* design his own instructional activities, allowance is made for his participation in generating new activities as well as validating or negating others.

(e) Finally, each module is designed and executed as a separate instructional package, placing in the hands of a participant all of the information he needs in order to achieve the T.O.

(f) Teacher education can bring about a process of *changing* in the schools (1) only when a systematic vehicle for managing, implementing, and institutionalizing change is used; and (2) only when administrators, teachers and parents participate in educational decision-making.[9]

...Evaluation

Inherent in any competency based model and essential to its validity is the assumption that, given a competency which has been authentically identified and behaviorally stated, it can be evaluated.

Webster's New Collegiate Dictionary defines the act of evaluation as "to ascertain the value or amount of; to appraise." The term evaluation has its root in the French infinitive, "evaluér," to value. In the competency based model, we evaluate whether or not we have attained a competency by evaluating our behavior. Most often, such evaluation lies in *proving* to someone else that we have, indeed, achieved the desired teacher competency. By evaluating us, however, the evaluator is appraising our behavior by setting on it a value, and depending on his own values system (which he superimposes on our behavior) what he observes is interpreted by him to be either positive or negative.

Thus we can easily see that, while the intent of evaluation within a competency based model is objective, in practice it falls far short of objectivity. So long as an evaluation instrument has been devised or is administered by a human being, there is substantial reason to question its validity, particularly when it proposes to evaluate human behavior in finite terms.

In USC Teacher Corps: Rural-Migrant we attempted three variations on the theme of self-actualized evaluation which we here present for consideration.

Intern Advisement Committees. The purpose of the Advisement Committee was to enable each teacher intern to devise for himself some feedback system re his development as a teacher trainee. Each intern was requested to organize a committee that included a minimum of the following people representing facets of his training: his Team Leader; a Peer (another Teacher

Corps intern); a teacher from his school (although not necessarily one of his ccoperating teachers); a parent of one of his students; and a representative of the USC Teacher Corps instructional staff. The method for obtaining feedback was to be determined by the teacher intern. Generally, the purpose for the committee was expressed to the intern as being to advise him along guidelines which he determined, rather than to evaluate him in any way.

Methods for obtaining feedback included formal meetings held periodically; written communications and questionnaires to which committee participants responded; personal contact on a one-to-one basis rather than a gathering of a whole committee; and the use of a cassette tape recorder that was shared among a committee and on which committee members recorded responses to questions raised by the teacher intern.

This Advisement Committee model was structured along the lines of that used by the Union Graduate School (Union for Experimenting Colleges and Universities) in its Ph.D. program. The UGS model makes similar use of a committee which is organized by a doctoral student and which includes minimally his UGS Core faculty adviser, two Adjunct Professors (not necessarily on the faculties of the participating Union institution) with whom he has negotiated a study relationship, and two Peers who are also students in the UGS program. As in the UGS model, an intern's Advisement Committee serves to advise and consent as well as to dissent and concerns itself directly with guiding him in his studies, and it becomes his responsibility to organize a communications system that allows each committee member access to himself as well as to each other.

The committee systems described here leave full responsibility for organization in the hands of the student. A student may "hire" and "fire" committee members at his own discretion. Thus, members of his committee are those he would most often trust as well as respect.

Evaluation of Teacher Intern Performance. Very early in the two-year program, teacher interns and their Team Leaders determined together a system for evaluating the in-classroom performance of the interns. This activity grew naturally out of the first component of the training program, "Facilitating Human Relations: Interpersonal Growth and Team Building." Interns and Team Leaders had equal voice in determining the evaluation instrument, and each team of six teacher interns and one Team Leader was encouraged to devise its own system.

Following initial discussions with their teams, Team Leaders expressed an interest in organizing a statement of philosophy concerning evaluation of teacher intern performance which would include the varieties of instruments used by each team and which would encompass their various concerns. It was their *modus operandi* to organize such a statement and then return with it to their individual teams for discussion and revision. It can be noted that the seven criteria considered important by Team Leaders were substantiated by teacher interns, and no revision was necessary.

The seven criterial areas considered important in devising an instrument for evaluating teacher intern performance are listed here randomly and not necessarily in any order of importance.

1. *Control:* Can an intern demonstrate adequate control of a learning environment?

2. *Reaching Objectives:* Can an intern state objectives that reflect (a) an understanding of and a respect for the need for all kinds of objectives (affective as well as cognitive, teacher as well as learner, expressive as well as performance); (b) a system for reaching them; (c) a system for evaluating them?

3. *Awareness of Learner Behavior:* Does an intern understand and respond accurately both to whole-class behavior and to individual behavior within a class?

4. *Ability to Improvise:* Does an intern demonstrate his willingness to change (techniques, style, materials, etc.) whenever it becomes necessary? Can an intern improvise during stress points in a classroom learning situation (interruptions, lack of preparedness of part of learner, inappropriateness of materials and/or lessons, etc.)?

5. *Class Management:* Can an intern "manage" an entire class in a whole-day learning situation (in addition to lessons this includes record-keeping, attendance-taking, interruptions, etc.)?

6. *Congruence of Behavior:* To what degree is an intern's perception of himself as a teacher congruent with how he behaves as a teacher (i.e., "how I see myself" vs. "how I come across")?

7. *Consistency:* Is an intern consistent in his classroom behavior (responding to children, giving directions, responding to situations, etc.)?

Self-Analysis Through Self-Confrontation. Of all the means of self-actualized-evaluation that we used, self-analysis through self-confrontation has become the most meaningful and productive. It satisfies a philosophical construct of the program as well as the commitment to self-determination.

To meet evaluation needs of knowledge and performance objectives, it is very simple to design information-recall/paper-pencil instruments or to determine minimum-level performance scales which could be used to evaluate "competency" in skills areas. However, when seeking *change* in teaching behavior which is rooted in the affective domain and expressed through "non-measureable" activities, the matter of evaluation becomes more difficult to describe.

Dr. Theodore W. Parsons of Professional Development Systems of Berkeley developed a procedure which he calls "Guided Self Analysis." The Team Leaders and Interns in the USC Teacher Corps Migrant project found this procedure to be most significant in their efforts at self-assessment.

The GSA procedure is based upon a fundamental dynamic of human behavior change: in order to change the behavior of a person it is necessary to intervene in his perception of self and the world in which he operates. Effective clinical procedures activate this dynamic through a process of self-confrontation. Self-confrontation creates discrepancies between the individual's perceptions of himself and the reality which he observes through the procedure. The gap between the reality of observed behavior and the user's perceptions provides the basis for psychic stress. It is this which is in itself a pre-condition for change in behavior. The result of the GSA process is the intervention and subsequent alteration of the user's perceptions of self and his surroundings. GSA both activates and controls this dynamic in such a way as to produce goal-oriented changes in the behavior of the user.

The Guided Self Analysis system makes use of the following basic components:

1. An objective record of behavior through the use of either a videotape, an audiotape, a film, or a diary;

2. A workbook-manual which guides the trainee in describing and classifying the behavior recorded in the record;

3. Guidelines for interpreting the behavior description and for constructing a system of insights into the effectiveness of the recorded behavior;

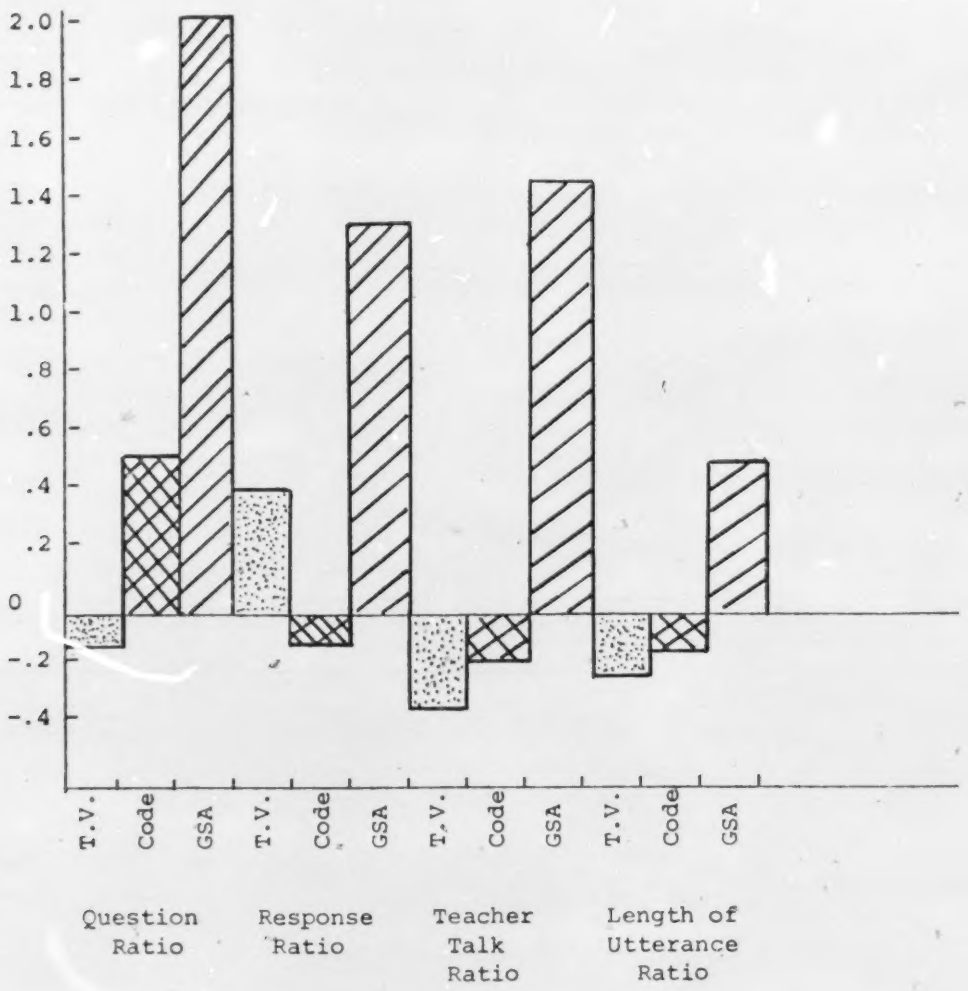
4. An implementation design/format which uses both group process and individual activity to achieve professional self-development.

The program is designed as a tool for the participant to analyze, obtain objective insights about his behavior, outline specific plans for self-improvement, and monitor the results of his efforts. Inherent in this procedure is its adaptability to many different situations.

The positive responses of Tea Leaders and interns are not only intuitive but have been well substa.iated in the research of Birch and of Woodard.

Daniel R. Birch found that GSA induces dissonance by structuring the subject's perception in such a way that he identifies discrepancies between his ideal and his actual behavior. Behavior change is promoted by the drive for consonance and is facilitated by the operational nature of the GSA schedules. A factorial design with 48 student teachers was used to study the effect of a Social Studies curriculum course, self-confrontation on videotape, videotape-coding practice, and Guided Self-Analysis (GSA) upon the nature of teacher questions, teacher responses, total teacher talk, and teacher/pupil talk patterns. [10].

The following table summarizes his findings.



Carol Woodard conducted a study to investigate whether the utilization of self-ethnography by an experimental group of student participants in a laboratory preprimary group would result in greater changes in classroom teaching behavior than in a control group of student participants not utilizing self-ethnography. It was anticipated that a wider margin of behavioral change would occur among the participants utilizing self-ethnography.

Within the educational context of this study, self-ethnography referred to the technique whereby the teacher closely observed selected, pivotal classroom behaviors in terms of their cognitive implication. The instrument selected to represent self-ethnography was one adapted

from "The Guided Self-Analysis System for Professional Development" (GSA) program.

The Language Modeling Schedule from this GSA program was adapted to focus on the quality of the young child's language environment and specifically, upon the responses the participants made to the children's utterances. Participant's responses were coded in one of four categories: 1. extension, 2. remediation, 3. other, and 4. no verbal response. (Silence was coded as a type of response.)

Eighteen participants in the State University College at Buffalo nursery school were randomly assigned to two treatment groups, self-ethnography and self-viewing. A pretest videotape of each participant's classroom behavior established that the two groups did not differ significantly when coded with the adapted Language Modeling Schedule. The self-ethnography group received training in coding with the adapted schedule while the self-viewing group viewed and discussed videotapes of other teachers' classroom behavior. Following the initial training, the self-ethnography group twice taped, coded, and analyzed their classroom behavior using the adapted Language Modeling Schedule with an intervening period in the classroom. The self-viewing group followed a similar taping schedule but merely wrote general reactions to their viewing experiences. A posttest videotape was made of the classroom behavior of each member of both groups and compared with the pretest.

Essentially, a between group and within group comparison was conducted. The major findings were:

1. No significant difference existed between the self-ethnography and self-viewing groups on the pretest. However, a comparison using a *t* test of the mean differences between the posttests of the two groups indicated a significant difference on posttest performance. In the self-ethnography group, the individuals initially below the median surpassed the posttest mean of those individuals initially above the median. In the self-viewing group, the individuals initially below the median remained substantially below the posttest mean of those initially above the median in the pretest. In both groups, most individuals above the median in the pretest did not change substantially in the posttest.

2. A comparison of the rank order correlations between the pretest and posttest of the self-ethnography group and the pretest and posttest of the self-viewing group revealed a greater change in behavior in the self-ethnography group due to the treatment received. It is, therefore, concluded that a wider range of behavioral change occurred among the participants not utilizing it. 11.

In conclusion, it is obvious that there is no conclusion. A Humanist synthesis is by its very nature an unfinished and undogmatic

philosophy which is certain to be improved upon by future generations. It is man-centered and believes -- among other things -- that human beings possess the power or the potentiality of solving their own problems, and that part of the solving of those problems comes from having first hand participation in *naming* the problems and then in determining or evaluating the effectiveness of the solutions.

It would seem that some of us in teacher education are about to come to grips with "the courage to be" which is evocative of a speech from "Hamlet" which occurs when Horatio says: "O day and night, but this is wondrous strange!

and is answered by Hamlet:

"And, therefore, as a stranger, give it welcome. There are more things in Heaven and earth, Horatio, than are dreamn't in your philosophy."

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